




Anti-Bullying Policy

Smawthorne Henry Moore Academy
Accomplish Multi-Academy Trust



Policy Name	Anti-bullying Policy	
Policy Owner	Accomplish MAT	
Version Reference	Version 1	
Approved by	SHMA Local Governing Board	
Effective Date	September 2024	
Review Date	November 2025	

SHMA Anti-Bullying Policy

This is a live policy and is a working document that is subject to change as the needs of the Academy community alter and develop. This document is written with consideration of Keeping Children Safe in Education (2022 and subsequent updated versions) and Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (2018) guidance. This policy is written in line with the Equality Act (2010) and supports Academy in eliminating any unlawful discrimination or harassment, victimisation and any other conduct prohibited by the Act. This policy will be reviewed in the light of changes to relevant frameworks and will always be written in the best interest of the children.

Intent, Aims and Ethos for Anti-Bullying at SHMA:

Our Intent Statement:

At SHMA, it is our expectation that every child has the right to learn and no child has the right to disrupt the learning of others. The establishment of an appropriate ethos is an essential prerequisite for learning and underpins how friendly behaviour is promoted and bullying behaviour is sanctioned. It depends upon trusting relationships and a process of co-operative teamwork and our Academy welcomes and encourages the involvement of LA, governors, parents and others in the community. SHMA is a caring, friendly Academy community and we strive to create a safe environment for pupils, staff, parents and carers and the wider Academy community. Please see our aims for further information.

Our Aims:

At Smawthorne Henry Moore Academy, we are fully committed to the protection of children in our care and we will not tolerate bullying behaviour at any level. We strongly believe that children have the right to be educated in an atmosphere that is free from fear. It is our belief that no child should feel unhappy or unsafe, which is why we view bullying of any kind as unacceptable at our school; it is against our values and ethos. We aim to create a partnership with home and Academy working closely together to overcome difficulties. In doing so, we strive to make our Academy environment a safe, friendly and inclusive place.

It is our aim that we create an inclusive environment for all pupils, staff, parents, carers and the wider Academy community which openly discusses and celebrates differences and diversity. We aim to create a Academy where all are treated with dignity and respect and where all members of the Academy community understand that bullying is unacceptable.

We aim to: listen, educate, celebrate difference and include all. On the occasion that bullying does happen, we will; encourage bullying to be reported, take action, challenge and respect others. See our Principles for further information.

This policy covers the following forms of bullying behaviour: peer on peer, internet based, racial, religious, cultural, SEN or disabilities, appearance or health conditions, relating to home circumstances, sexual orientation and sexism. All Academy staff are covered by this policy including bullying behaviour by pupils, parents or other staff.

It is the aim of this policy to:

- clarify for all members of the Academy community what bullying behaviour is;
- stress that bullying behaviour is never acceptable in any form;
- document our preventative measures;
- document how we deal with incidents of bullying behaviour and support those involved.

How the policy is integrated into the school:

- The policy works alongside the Safeguarding and Behaviour Policies.
- The Academy Be SMART rules are used to promote positive interactions (Appendix 1)
- The school's Equality Tree is used to promote an understanding of inclusivity (Appendix 2)
- The school's Family Values are used to develop a sense of community, a sense of belonging and a duty to others (Appendix 3)
- To complement our rules and values, our RSHE and PSHE curriculum helps us to prepare children for the complexities of the world in which we live. We aim to empower children to recognise bullying behaviour and act in a controlled manner in order to deal with their problems. (See school's website)
- This policy is taught discreetly to the children and referred to regularly to maintain a culture of high expectation for personal conduct between peers.

**There is a child friendly version of this policy that is shared regularly with the children. This policy is shared with parents and is available on the Academy's website.*

Principles and Definitions of Bullying:

Definition of Bullying (including Cyberbullying):

Bullying is defined as "behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally" (Department for Education, Preventing and Tackling Bullying). Bullying often starts with trivial events and it is behaviour that hurts someone else - such as name calling, hitting, pushing, spreading hurtful and untruthful rumours, threatening or undermining someone; mocking; making offensive comments; taking belongings; inappropriate touching; producing offensive graffiti; or always leaving someone out of a group. It can happen anywhere - at school, at home or online.

A child that is being bullied can feel like there's no escape because it can happen wherever they are, at any time of day or night. There are many different forms of bullying:

- **'Cyberbullying'**: involves sending inappropriate or hurtful text messages, emails or instant messages, posting malicious material online (e.g. on social networking websites) or sending or posting offensive or degrading images and videos;

- **Racist and Religious Bullying:** A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status;
- **Sexual, Sexist and Transphobic Bullying:** includes any behaviour, whether physical or non-physical, where sexuality is used as a weapon by boys or girls;
- **Homophobic Bullying:** targets someone because of their sexual orientation (or perceived sexual orientation);
- **Diabolist Bullying:** targets a young person solely based on their disability, this can include manipulative bullying where a perpetrator forces the victim to act in a certain way, or exploiting a certain aspect of the victim's disability.

It is important to remember that bullying can also be a combination of the above. There has been much media attention surrounding children and young people who have committed suicide due to being bullied. Professionals must understand the damaging and, at times, fatal effects bullying can and does have on children and young people and be able to respond to it effectively.

Peer on peer abuse

Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. 'Peer-on-peer' abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim.

Bullying is not confined to the Academy premises. It can happen outside of school, on the journey to and from school, in the local community and online. At SHMA, we acknowledge our responsibility to support families if bullying occurs off the premises. In line with the Academy Behaviour Policy, we are legally entitled to discipline pupils for inappropriate behaviour occurring outside the Academy premises, which can be considered grounds for a suspension (fixed term exclusion). (DfE Suspension from maintained schools, academies and pupil referral units in England, p8.4). Any incidents outside of Academy will be managed at the sole discretion of the Headteacher, depending on whether:

- it could have repercussions for the orderly running of the Academy;
- poses a threat to another pupil or member of the public; or
- could adversely affect the reputation of the school.

Any inappropriate behaviour which occurs during school-organised or school-related activities, whilst wearing Academy uniform or whilst in some other way identifiable as a pupil of our Academy is likely to incur a sanction, including possible suspension.

Our Principles (adopted from the Anti-Bullying Alliance):

SHMA aims to be a Academy with the following core principles in its work around Anti-bullying:

1. Listens

All pupils, parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.

2. Includes us all

All pupils, including those with SEN/Disability, are included, valued and participate fully in all aspects of Academy life.

3. Respects

All Academy staff are role models to others within the Academy in how they treat others.

4. Challenges

All forms of discriminatory language – including disablist language – are challenged and taken seriously.

5. Celebrates difference

Difference is actively and visibly celebrated and welcomed across the whole school.

6. Understands

All Academy staff, pupils, parents and carers understand what bullying is and what it isn't.

7. Believes

All pupils, including disabled children and those with SEN, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.

8. Reports bullying

All pupils within the Academy and their parents and carers understand how to report incidents of bullying.

9. Takes action

We respond quickly to all incidents of bullying. Pupils, including disabled pupils and those with SEN, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying.

10. Has clear policies

Our school's anti-bullying policy reflects these principles and is embedded within other Academy policies. They are widely and actively promoted to Academy staff, pupils and their parents and carers.

Recognising the impact of Bullying:

Effects of Bullying

Bullying can be harmful to the bully and the victim. Bullying can affect schoolwork by shutting down the ability to learn, leading to poorer attainment, increased absences and reduced ambition. Bullying has also been shown to lead to social anxiety, feeling unsafe and mental health issues, where effects often persist into adulthood with an increased risk of poorer health in later life.

Signs and symptoms to be aware of can include, but are not limited to:

- unwillingness to go to Academy / Academy phobia;
- truancy;
- changes to usual routines;
- anxious behaviours, lacking in confidence;
- stammering;
- attempting self-harm, mentioning or threatening suicide;
- sleep trouble – cries self to sleep, nightmares/night terrors;
- feeling ill in the morning;
- regression in Academy work;

- possessions, including clothing, come home damaged or 'lost';
- unexplained cuts and bruises;
- mood swings or becoming aggressive, disruptive or unreasonable;
- bullying other children or siblings;
- changes to appetite or eating habits;
- afraid to use digital devices

At SHMA , we approach bullying with the understanding that the longer bullying continues, the worse the impact and to allow bullying to go on would be against our values and ethos. We rely on communication between staff, parents, carers and pupils to monitor and be aware of the signs that a child is being bullied or is bullying others. It is essential that if any member of our Academy community see these signs, that they inform a member of the Senior Leadership Team, or Mrs Dixon (Headteacher) immediately.

Preventing Bullying at SHMA:

Educating pupils about bullying

At SHMA, we know that bullying can have a detrimental impact on not only a person's childhood, but well into adulthood. As part of our commitment to the safety and well-being of our pupils, we adhere to the Anti-Bullying Alliance's 10 Key Principles in preventing and responding to bullying, as outlined in our principles (p4-5) of this document. We also use the following strategies to promote positive behaviour and discourage bullying:

- Emphasise to children what behaviour is acceptable, with reference to the S.M.A.R.T behaviour rules (Appendix 1). Each September, we reintroduce our rules and then continue to reflect on these throughout the Academy year;
- Link to British Values and encourage children to be model British citizens, showing mutual respect and tolerance for those around them;
- Teach children about diversity and acceptance of individual differences. This will be explicitly done with reference to the Protected Characteristics (2010) (Appendix 2);
- Teach children how to talk about their problems, empowering children to solve some of their own problems: but to recognise when problems become too big for them to handle;
- Teach children how to get help and advice;
- Empower bystanders to intervene appropriately and report bullying behaviour;
- Demonstrate to children how we deal successfully with problems;
- Promote inclusiveness and empathy towards other cultures, life styles and experiences;
- Show children that many adults will listen (but teach them how to cope if they do not);
- Demonstrate that if bullying behaviour within society is ignored it flourishes;
- Deal with problems sensitively (a heavy-handed approach encourages problems to go underground);
- Provide regular training for all staff on anti-bullying;
- Actively promoting the celebration of difference and diversity in our vision, values and aims;
- Be actively involvement in the Anti-bullying Accreditation Programme, All Together Schools Project (2019-2020 Bronze Award Status; 2020-2021 Bronze Award Status, 2021-2022 Bronze Award Status) to formulate policy and practices and take part in accredited CPD for staff;
- Taking part in Safer Internet Day;
- Weekly RSHE lessons following our RSHE Curriculum;
- Curriculum lessons in Computing and PSHE address cyberbullying and internet safety;
- Workshops led by external agencies, e.g. NSPCC, Google Be Internet Legends;

- Friendship Ambassadors are promoted across Academy to lead by example ensuring all pupils are included;
- Pupil Leader roles where Key Stage 2 children act as ‘Pupil Leaders’ and ‘Sports Leaders’ to support vulnerable pupils and facilitate positive play;
- Learning Mentor trained in ELSA (Emotional Literacy Support Assistant), who will facilitate and run sessions to support friendships and healthy relationships with targeted individuals or groups of children;
- Specialist nurture space, the ‘Rainbow Room’, with resources and specialist literature;
- Taking part in Anti-Bullying Week and ‘Odd Socks Day’ to raise awareness;
- Posters and child-friendly versions of our policies in classrooms and taught during assemblies, with a focus around safeguarding, peer abuse and what bullying is (for poster, see Appendix 4);
- Academy Values encouraged through celebrating individuals’ positive behaviour (Appendix 3);
- Pupils are taught ‘Acceptable Use’ for use of ICT;
- Open door policy with encouragement to share concerns;
- Half termly parent information Newsletters and correspondence via the Academy app;
- Easily accessible parent and carer information available to access on our Academy website;
- Staff are vigilant in looking for key signs of negative or unusual behaviour and record incidents electronically via CPOMS;
- Staff communication, policy consultation and behaviour training;
- Pupil survey including questions about bullying;
- Worry boxes for discreet ways for pupils to report bullying;
- Positive staff and wider community role models demonstrating positive behaviour;
- Although the content of our RSE curriculum will be taught to the pupils together, we are mindful that some content may need to be delivered in specific groups.

Reporting and Responding to Bullying at SHMA :

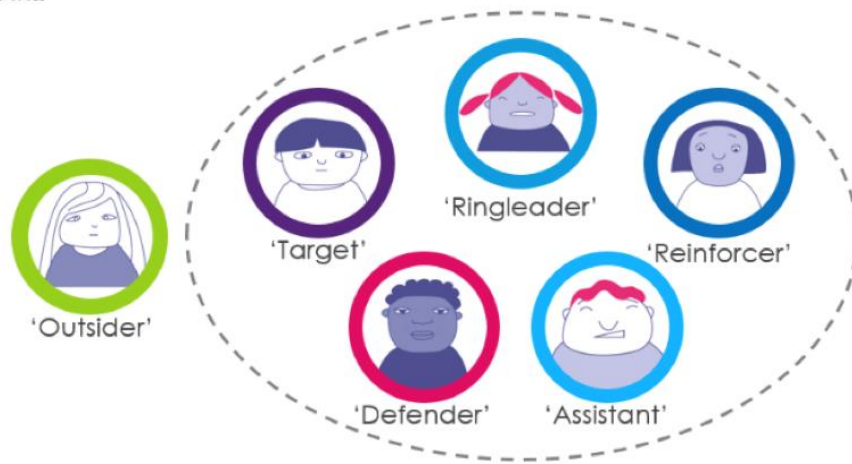
Dealing with cases of bullying behaviour

At Smawthorne Henry Moore Primary we endeavour to make sure that all staff are aware of the school’s policies and practice on preventing and dealing with bullying. It is essential that problems are resolved quickly, before any serious damage is done to the personal development or education of the young people involved. Children are regularly made aware of the necessity to report incidents of bullying behaviour to a member of staff as soon as possible.

If bullying behaviour is reported to any member of staff, that staff member will find a quiet place to talk and:

1. Listen and continue to listen at all stages. This will reassure the child that they have done the right thing by speaking up;
2. Record the incident on CPOMS and the Academy Bullying Behaviour Incident Form and set in motion a support package for the child that will be reviewed. These forms are retained by the Anti-Bullying lead and analysed at the end of each term. These forms will be destroyed once the children leave the school;
3. Inform parents or carers so that we can work in partnership.

We recognise that bullying incidents do not always follow the ‘traditional view’ where incidents occur between a ‘bully’ and ‘victim’. We therefore take into account the presence (virtually or physically) of others who are involved in the incidents, and recognise the following roles in addressing incidents of bullying:



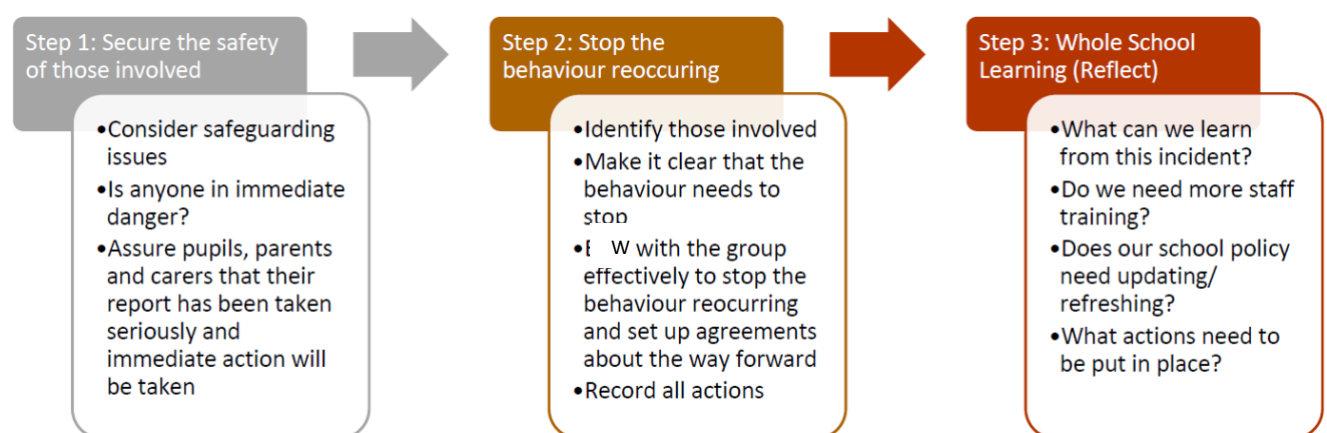
Reporting cases of bullying behaviour

The anti-bullying co-ordinators at Smawthorne Henry Moore Academy are Mrs Dixon (Headteacher), Miss Goldsmith (Deputy Headteacher) and Mr Forsyth (Assistant Headteacher). Mrs Thorpe is our Child Protection and Safeguarding Lead, who is ELSA (Emotional Literacy Support Assistant) trained and Mrs Boyd is our Learning Mentor, who is also ELSA trained. If you are concerned about bullying, or would like to report an incident, please contact Academy and you will be provided with a contact to support you and your child through the investigation and action process. Our link governors for antibullying are Becky Cooper and Nadine Cowell.

Please contact the Academy office via telephone (01977 558395) or email (headteacher@smawthorneprimary.org) if you wish to arrange an appointment to discuss your concerns. You will be contacted by your child's class teacher or Key Stage Leader in the first instance. Advice from Anti-bullying Co-ordinators will be sought and the actions will be in line with this policy.

Dealing with cases of bullying behaviour (perpetrator/s)

As each case of bullying behaviour tends to be unique, it is difficult to set in stone an exact method of dealing with a 'bully', however, we aim to investigate and action in a timely manner. We take the following three steps in response to bullying:



Following investigation, where bullying has been proven and depending upon the offence and the circumstances we will:

1st time:

1. Inform parents/carers and inform all adults in Academy to enable close monitoring;
2. Child to miss 3 days of break times;
3. The child who is perpetrating the bullying may also be at risk of harm. Sensitive work must be undertaken by the Academy Learning Mentors with the child who is perpetrating to help them to understand the nature of their behaviour and the effect it has on others to prevent the bullying as a whole;
4. CPOMs and Bullying Incident form to be completed and kept in the designated folder.

2nd time:

1. Inform parents/carers and inform all adults in Academy to enable close monitoring;
2. Child to miss a week of breaks times and lunchtimes;
3. Be placed on a behaviour book (duration to be decided on a case-by-case basis);
4. CPOMs and Bullying Incident form to be updated and kept in the designated folder.

3rd time:

1. Hold a meeting in Academy with parents/carers and inform all adults in Academy to continue close monitoring;
2. Child to miss a week of breaks times and lunchtimes;
3. Be placed on a behaviour book and receive **2 days internal exclusion** within school;
4. CPOMs and Bullying Incident form to be updated and kept in the designated folder.

In severe or repeated situations, we will;

1. Operate a **fixed term suspension**;
2. This may be moved to a permanent exclusion if the behaviour continues.

The Governing Body will monitor both types of suspensions and will share with parents their legal right of appeal against a decision.

Recording and Evaluating

All Academy Bullying Behaviour Incident Forms will be added to the Academy Bullying Behaviour Incident file and the incident will be logged on CPOMS for the class teacher and SMT to see. The Bullying Behaviour incident folder will be kept by the headteacher who will carry out an analysis of bullying behaviour which will evaluate the incidents termly. Feedback will be given to the appropriate staff where necessary and measures taken. Responses to bullying include SMART (specific, measurable, achievable, realistic and time bonded) outcomes.

Equality Act 2010: Our commitment to preventing and responding effectively to the bullying of protected and vulnerable groups of children including disabled children/children with SEN, those who are perceived to be LGBT, race and religion targeted, sexist and sexual bullying.

Parents/Carers

We ask that parents and carers support our Academy rules and values. These are in our Academy planners and displayed in each class. A copy of our Anti Bullying Policy is available to view on our Academy website. Parents may also refer to this. To help us to support the children in our care, we ask that parents and carers quickly bring to our attention problems that their children have shared with them at home. If the class teachers know about worries early on, often problems can be

resolved before they escalate. If problems do continue to develop beyond this initial meeting, or are of a serious nature initially, we will immediately involve a senior member of staff.

Sometimes children will not share their worries, but parents or carers simply know their children and can sense something is wrong. If this is the case, we ask that parents come and talk to us and together we may be able to find out what the problem is without interrogating or putting the child under any further pressure.

If parents or carers are ever unhappy about how we deal with a problem, we would ask them to make an appointment to talk with the class teacher where possible or a senior leader who will respond to any concerns after discussion with a senior leader. If parents or carers wish to make a formal complaint, and the headteacher is unable to resolve this, a letter for the Chair of Governors can be passed to the administration team, who will pass it on in confidence without it being opened by a member of the Academy staff.

Confidentiality

Although we take confidentiality very seriously, we can never promise to keep all of the things that the children share with us private. If at any stage we were concerned about child protection, we would follow the school's agreed procedures.

Police Liaison

We work very closely with the police service and our Academy liaison officer contributes towards our PSHE programme across the school. If we need to involve the police with any aspect of behaviour management, we would always ensure that the parents or carers have been informed.

This policy was agreed by Governors: April 2023.

This policy will be reviewed: September 2025.

Appendix 1:

SMWATHORNE HENRY MORE
PRIMARY SCHOOL

BE S.M.A.R.T.

Say please and thank you.

Make friends, be thoughtful and kind.

Arrive on time, be prepared and ready to learn.

Respect yourself and others.

Try your best!

Appendix 2:

Protected Characteristics

race

marriage and civil partnership

disability

age

religion or belief

sexual orientation

gender

maternity and pregnancy

gender reassignment

Equality Act 2010

It is against the law to **discriminate** against someone because of one or more of the Protected Characteristics. At SHMPS we ensure that we treat everybody with respect and understanding. Our school Be S.M.A.R.T rules, British Values and School Values support us to learn about mutual respect and tolerance.

Appendix 3:



The poster features a rainbow background at the top. In the top left corner is the Swanthorne Henry More Primary School logo. In the top right corner is a small graphic with the text "If you believe, you can achieve". The main title is "Our Values - We are...". Below the title are seven values listed in different colors: Honest (red), Respectful (orange), Courteous (yellow), Resilient (green), Forgiving (blue), Generous (purple), and Responsible (dark purple). At the bottom is an illustration of six diverse children holding hands.

Our Values - We are...

Honest- We tell the truth
Respectful- We look after each other
Courteous- We are kind and thankful
Resilient- We never give up
Forgiving- We don't hold grudges
Generous- We share with each other
Responsible- We are dependable and work to keep our agreed Values

Appendix 4:



The poster is titled "STOP Bullying". It features a central red octagonal sign with the word "STOP" in white and "Bullying" written in black below it. To the left of the sign is a green rounded rectangle containing the text "Several Times On Purpose" with the words "Several", "Times", "On", and "Purpose" each on a separate line and highlighted with colored bars (yellow, green, red, blue). To the right of the sign is another green rounded rectangle containing the text "Start Telling Other People" with the words "Start", "Telling", "Other", and "People" each on a separate line and highlighted with colored bars (yellow, green, red, blue). At the bottom is a green rounded rectangle containing the text "You must tell someone at school so we can help you!!!". The poster also includes logos for "United Against Bullying Bronze School 2022" and "Swanthorne Henry More Primary School" at the top, and a rainbow graphic with children's faces on the right.

STOP Bullying

Several
Times
On
Purpose

Start
Telling
Other
People

You must tell someone at school so we can help you!!!